**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 5** | | | **Date(s)**: |
| **Unit Title: Reading/Writing Apprentice** | | | **Corresponding Unit Task: Performance Task 1**  **Read Informational Texts with Different Structures** | | |
| * **Essential Question(s):**   **How do readers use what they know about the patterns of text structure to read nonfiction text?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Understanding Text Structure Power Point**  **5th Grade Social Studies Leveled Reader – Young Colonists**  **5th Grade Social Studies Book – pgs. 66 - 79**  **Books about Colonial Times from Media Center**  **Elmo**  **TV/Computer/flash drive/power point**  **Chart Paper**  **Markers**  **Sticky Notes**  **Chart with Signal Words used in descriptive writing.**  **Description Graphic Organizer Chart** | | | | **Lesson Vocabulary**  **Unit Vocabulary**  **genre -** any category of [literature](http://en.wikipedia.org/wiki/Literature) or other forms of art or culture  **informational text -** Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics  **organization -** the way ideas are put together  **purpose -** the reason for which something is done (In reading, ask yourself, “What do I want to find out?”)  **summarize -** to tell the main ideas, events, or facts in your own words. | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  x Modeled  x Shared  x Guided Practice  x Independent | **Reading**  **Standards: RI.5.5** - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **I Can Statement(s):** I can recognize and use the chronology structure to help me understand what I read.  **Instructional Plan:**  **Build Background:**  I will build the student’s background knowledge about chronology by having students identify 4 of the most important events in the students’ lives. Each student will record these events on a notecard; one notecard for each event. During class, students will then meet with a partner and have the partner sequence their events in chronological order. (the students will prepare these cards for a morning work assignment)  **Modeled (I Do, You Watch):**  Brainstorm a list of words on chart paper that serve as signal words for the text structure of chronology. Post this chart paper for students to see as they read the recipe.  **Shared (We Do Together):**  Students will then work with a partner to read the recipe for colonial squash muffins. While reading, students will highlight (or mark with sticky notes) the signal words that are within the text. Upon finishing, students will discuss the following question with their partner: “What is the importance of the signal words within the recipe?” Discuss this as a whole class.  **Guided Practice ( You Do, I Help):**  Distribute a Colonial American timeline to students. Students will discuss how both texts are examples of the chronology text structure.  **Independent Practice (You Do):**  Each student will be provided with three sticky notes. They will then independently organize the signal words that were previously discussed into the three categories: beginning, transitional, and end. They will record the signal words on the appropriate sticky notes. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.5.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  **I Can Statement(s):**  I can gather relevant information from print and digital sources.  I can use my notes to summarize information  **Instructional Plan:**  Modeled: The teacher will use the dates and events presented in the timeline along with the signal words discussed to create a brief paragraph about the major events in Colonial America.  Independent: Students will work independently, using the signal words, to describe six important events in their lives. (see chronology rubric) | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: RI.5.4** - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*  **I Can Statement(s):**  I can learn words that help me identify the structure of text.  I can learn words that help me understand life in colonial America.  **Instructional Plan:**  **Modeled:** I will model for students how I want them to record words in their vocabulary journals using one section of the journal for text structure signal vocabulary words.  **Independent:** Students will record words and their meanings in the specified places in their word study journals. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.5.1.**-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.  **I Can Statement(s):**  I can effectively share what I have learned with my learning partner.  **Instructional Plan:**  Students will share their written events with their partner. | | | | |
| **Closing/Summarizing Strategy** | **Instructional Plan:**  I will review the concept of anchor charts.  Students will independently construct anchor charts for cause and effect using these criteria. These charts will be maintained in their folder for future review. Students will then collaborate their ideas as a while class to create a class anchor chart that will be on display in the classroom.  Use the link below to access the rubric to be used to assess anchor charts.  <http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2207071&> | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students will search websites for additional text written using the chronology text structure. | | Students who need help will meet in small groups with the teacher to complete their chronological paragraphs. | | | Pictures will be shown with new vocabulary words as they are introduced. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Completed sticky notes, chronology paragraphs, and anchor charts will be products used for assessing student understanding. Rubrics will be used to determine the quality of work on paragraphs and anchor charts. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*